Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: The Signmaker’s Assistant

Tic Tac Toe

Directions: After reading ***The Signmaker’s Assistant***, choose **three** activities to complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

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| --- | --- | --- |
| **Vocabulary/Spelling**  Choose 5 vocabulary words. Look each word up in the glossary in the back of the reading book. Read the definition. Rewrite the definition in your own words for the vocabulary word. | **Vocabulary/Spelling**  Read and listen to someone else say the spelling words. Create pairs of words that rhyme by using existing words and thinking of new words. Draw a line under the “ar” spelling pattern. | **Vocabulary/Spelling**  Write your spelling words in ABC order. Then write a sentence that tells how all of the spelling words are the same. |
| **GRAMMAR**  Create a helpful community sign. Write a paragraph telling how your sign is used in the community. | **GRAMMAR**  Commas go between cities and states. Think of five different cities in five different states. Write the city and states using capitalization and commas correctly. | **GRAMMAR**  **Create a tree map titled Verb with three branches: Present, past and future. Using 6 different verbs from the anchor text complete the map.**  **Verbs**  **Present Past Future**  **run ran will run** |
| **COMPREHENSION**  Discuss the different pictures and captions in the anchor text. Draw the map on page 124. Finish the map using 3 pictures from the story. | **COMPREHENSION**  Pretend you are going to visit a different town. Write a paragraph about your visit that tells who, did what, when, where, & why. Include three signs from the anchor text in your story. | **COMPREHENSION**  Why did the author write the story: The Signamker’s Assistant? Write a sentence telling the main idea and two more details (facts) from the story that support the main idea. |

**Vocabulary Words:**

*Assistant, tearing, agreed, polite, cleared, failed, trouble, wisdom,*

**Spelling Sound Words:**

**Car, party, dark, hard, arm, star, park, yard, spark, part, start, farm**

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**Super Second Grade Lesson 19 Mission:**

* **Read & listen to grade level stories. Identify the main idea & details.**
* **Ask & answer questions about texts/stories (Who, What, When, Where Why).**
* **Recognize, & describe how pictures/diagrams and captions contribute to a story.**
* **Identify / sort verbs in text/sentences as present, past, & future tense**
* **Recognize, spell, and use words containing “R” controlled vowels (spelling words).**
* **Write a paragraph to retell/narrate a story.**
* **Fluently add and subtract math problems equaling 0-20 (3 seconds per problem).**
* **Understand that three digits in a number represents groups of Hundreds, Tens, & Ones.**
* **Understand that an equal sign means that both sides are balanced (equal the same number, 6=6 or 3+3=2+4).**
* **Mentally add 10 and 100 to any number between 100-900.**
* **Complete word problems/tasks using numbers, pictures, & words to explain your answers.**
* **Complete addition and subtraction two/three digit math problems with regrouping.**

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).